

Online Courses for the Effectiveness of Education System

Dr.S.Meena¹ and Dr.S.Vasanth²

¹(Associate Professor, School of Management Studies, Vels Institute of Science, Technology and Advanced Studies, Chennai, India)

²(Professor, School of Management Studies, Vels Institute of Science, Technology and Advanced Studies, Chennai, India)

Abstract

“Education is the Key to Unlock the golden door of freedom” In today world the growth of science has Technology has improved in all field. The field of Education is not an exception Teacher, Students, Teaching methods, Curriculum – are integrated for the effective successful classroom environment. Educational institution adopts various technologies in their place for providing better Teaching in the Classroom in enhancing the skills of an individual. Smart phones and Internet in the hands of individual applied in a right way improves their knowledge in all aspects Online courses are the gain in the field of Education. In higher Education to improvise their skills students undergo Online courses parallel occupy themselves in their Job, to enhance financially sound. By doing a course in Online they can learn at their convenient place, timing, language and at their own comfort zone. The present study aims to review the Online Courses effectiveness in Education System.

Keywords: Education, Effectiveness, Online courses, Technology

1.Introduction

Education is the predominant for any nation and its development. The competitive edge in the field of education could be achieve only by adapting to the latest technology. The modern Education development in the field of Information communication Technology (ICT), e learning, has expanded widely. Sujith et al (2016) discusses the ways in which technology support the higher level of education. The infrastructure, support from management, government are all connected to the satisfaction of end users. The drawbacks and inadequacy of ICT infrastructure will affect the success of e learning programmes. E learning has been much popularized for the student’s enrollment in their higher studies. The institutions and the learners expectations could be the main reasons for the advancement and development in

Higher Education. Allen and Seaman (2011) have discussed the significance of E learning. More students are interested for going for Online Learning as it is most easy and convenient mode to study, especially for higher Education. By doing online courses they could also engage themselves for a suitable job

1.1. Online Education Market in India

Category	USD (In Million)
Online Education Market	247
Primary and Secondary supplement Education	73
Test preparation	43
Reskilling and Online Certification	93
Higher Education	33
Language and Casual Learning	5
Source: KPMG in India Research and Analysis 2017	

1.3. Various Online Learning Methods

The various Online Learning methods are –

1. **Online Learning / E Learning** - Learning with the assistance of Internet and PC. Learning takes place at the convenient of the users. Online learning acts as an alternate to direct teacher guidance. Abbad et al (2009) discusses in his paper Online learning as any form of learning takes place through electronically. ICT is a umbrella term that holds all technologies for the communication of Information. Zhao and Bryant (2006) discusses the technology integration in Georgia State University, Observed that better ICT skills enable higher integration levels.
2. **Blended Learning** - is a method of teaching, a combination of traditional and Online learning. Sandra Wills (2016), discusses the way e learning supports in blended learning classroom. Paul Ginns, Robert Ellis (2007) discusses the differences students undergo doing a course in distance Education and blended learning. The findings reveal students performance are comparatively good in blended for of teaching method.

3. **Digital Libraries** – A digital library is an Online database include text, images, audio, Video or other digital media formats. Many academic institutes actively involved in building repositories of the institutions books, papers, thesis journal and other paper works, which are digitized. As it is easy to access, faster to retrieval and storage forever.
4. **E Books** – Means electronic version of a printed book in a paper format. The growth and advancement, smart phones in the hands of youth, provision like e books helps them to read at the convenient timing.
5. **Video Assignment** – Video assignments can be a research intensive, collaborative and highly encouraging student activity. The video can demonstrate skills, knowledge and communication strategies.

2. Objectives of the Study

1. To review the Online Courses effectiveness in Education System.
2. To review the extent of usage of Various methods of Online Learning

3. Literature Review

Due to the serious financial crisis of 2008, federal and state funding fell in the United States in education. Due to the high limit, more and more universities and colleges seem to be increasingly interested in online education. How has e-learning been developed? Is It How Effective Was It? And what do you need to do to learn and learn more in the online environment? Such questions led us to continue the study - through research and studies on e-learning. Currently, few e-learning studies have been conducted to review previous research and studies. An extensive study is underway to try to provide a platform for teachers and decision makers to develop and develop effective online programs. E-Learning became an important instrument in the new higher educational environment in the digital age which creates student-centered learning and educational practice, offering new more flexible learning methods She has explored various types of e-resources used in the context of higher educational environment of South-West University in Bulgaria. For academic purposes students use in the first place search engines most especially Google (97%), followed by e-journals (84%), e-dictionaries and guides (72%), video materials (71%), e-museums and

galleries (16%). The skills and competencies of stakeholders to effectively work with digital technologies become prerequisites (Shopova, 2012).

Many intensive discussions and in-depth studies have been done on the differences between online learning and one to one classroom interactions. The article focuses on positive aspects and strategies for learning, online training and how it was successfully implemented. The goal is to provide best practices for those who want to develop online courses to make informed decisions during the implementation process. In this way, it is believed that this will lead to an ongoing debate on effective methods for improving university and teacher success in the transition to online education. Al-Mobaideen, H., & Allahawiah, (2012) have explored and identified the factors affecting e-learning effectiveness in the context of school education in Jordan. The authors have concluded that the effectiveness of e-learning system is impacted by factors such as training provided to the users, the e-learning system's ability to meet the user's needs, technology acceptance model, power granted to users, e-learning infrastructure, technological and technical supplement provided to stakeholders. The differences in perceptions of the stakeholders owing to gender, qualification, experience and career levels are also explored.

Kintu et al (2017) The study conducted at a Ugandan University suggests that the learner characteristics and design features examined are good drivers towards an effective blended learning environment. Among the design features, technology quality, online tools and face-to-face support are predictors of learner satisfaction while learner characteristics of self-regulation and attitudes to blended learning are predictors of satisfaction. Anggrainingsih, R et al, (2018) They have made an attempt to list the critical success factors of e-learning in the Sebelas Maret University. They have come out with the most successful influential factors both from learner and instructors' perspective. Course Quality and Technical support are listed as the influential factors from the lectures perspective and again from learners' perspective as well course quality becomes an influential factor along with other factors such as flexibility, student's attitude, completeness of the content etc.

Meenakshi Thanji and Vasantha (2018) The study ascertains various ICT factors that determine the adoption of technology enabled learning (TEL) in the context of higher education. The results show that there is an impact of training the learners on the adoption levels and there is strong need for continuous technical training for learners as well as instructors.

4. **Research Method**

The study's research methodology was an overview of literature and research on teaching and learning, including a literature review before 2008 and empirical research after 2008. In connection with this study, online education is defined functionally. is a form of learning that is used when students do not have to be in traditional classrooms. E-learning, e-learning, online education, online training, and online courses are used interchangeably in this article.

5. **Discussion**

Emphasizing teachers' role in online education has not been thoroughly reviewed, Wallace stressed the teacher's critical role in "facilitating discussion by providing immediate feedback and feedback to students". Greater emphasis should be placed on exploring the relationship between "learning presence and student knowledge building and participation in students" (260). They also discussed how to collaborate online to encourage students to create a learning society through active participation in the process, which was important for the success of online students. He raised several serious questions about the future of research, including whether an online learning community had a direct impact on students' learning outcomes.

The talent is to determine who was using online education and why they chose: Most students: non-traditional students trying to acquire knowledge through online are highly motivated, goal-oriented and committed to achieving good learning outcomes through e-learning. and played an important role in local communities in general. Having reviewed 76 online education studies, they stressed that the presence of education in such a process was extremely important. While agreeing with the importance of interactions between teachers and students, it is noted that in most studies studied, due to the relatively small sample size, he had to generalize the findings to the larger population. They pointed out that there was no evidence that e-learning was more effective than face-to-face or vice versa.

Solidarity, cooperation and e-learning

Many researchers have identified the nature of the apprenticeship community in an online environment and have emphasized the importance of it in many ways. Yuan and Kim reported that a learning community belonged to a group of students who are confident, secure

students, build knowledge, share useful information, build learning from each other, and set learning goals and believe their needs are met.

Online teachers benefits greatly from learning online communities as follows: (1) Sharing with others enables them to share knowledge and achieve common goals that can reduce outcomes. (2) The interaction and interaction between coaches and students, as well as cooperative cultures, can enhance student achievement and course satisfaction. and (3) students receive support and help from peers, complement their knowledge base with interactive actions

6. Conclusion

E-learning is there and will probably stay and develop. The study of history clearly shows that e-learning has grown rapidly over the Internet, advanced technology and huge market. From the e-mail program of the nineteenth century, he moved to live online institutional offers and well-designed the twenty-first century. It can be predicted that e-learning will continue to increase its presence and influence higher education through a dynamic transformation process, development and restructuring. However, it is unlikely to replace traditional higher education, but simply an alternative. However, due to their versatility, affordability and availability, online education is becoming increasingly popular, especially for those who cannot receive sports, terms and over-cost. In order to make it successful among stake holders more awareness need to be created. Meena & Vasantha (2018) They concluded currently the use of ICT integration in Education for Online and Blended learning is accepted. More awareness level should be created to train the teachers and to encourage Blended learning among students

The main purpose of the study was to discuss how to apply theories, methods and grades in an online learning environment. It began with a basic e-learning review by Garrison et al. (2000), which provided the theoretical framework for the study. Then it examine how the theories presented in the various aspects of the design and development of e-course have been applied. First review the online environment, its development and the technical impact in e-learning. In e-learning focus on the link between cognitive presence and the presence of the school to determine the best and most sought after methods and strategies for online education.

References

1. Allen I.E, Seaman.J (2011) *Going the Distance: Online Education in the US, (Online) Sloane Consortium*
2. Abbad.M.M, Morris.D, De.Nahlik.C (2009) *Looking under the Bonnet : Factors affecting student adoption of E Learning System in Jordan. The International Review of Reseach in open and Distance learning*
3. Chen, C. C., Chiu, P. S. & Huang, Y. M. (2015). *The learning style-based adaptive learning system architecture. International Journal of Online Pedagogy and Course Design, 5(2), 1-10. doi:10.4018/IJOPCD.2015040101*
4. Lee, L. C. & Hao, K. C. (2015). *Designing and evaluating digital game-based learning with the ARCS motivation model, humor, and animation. International Journal of Technology and Human Interaction, 11(2), 80-95. doi:10.4018/ijthi.2015040105*
5. O'Toole, E. & Lee, S E. (2015). *Using a social network game as a teaching tool for visual merchandising. International Journal of Online Pedagogy and Course Design, 5(3), 1-16. doi:10.4018/ijopcd.2015070101*
6. Paul Ginns, Robert Ellis (2007), *Quality in blended learning: Exploring the relationships between on-line and face to face teaching and learning, The internet and Higher Education, Volume 10, Issue 1.*
7. Sandra Wills (2016), *Strategic planning for Blended learning, University of Wollongong Research Online, 7th International Conference on Information Technology Based Higher Education and Training, Sydney*
8. Trespalacios, J. & Rand, J. (2015). *Using asynchronous activities to promote sense of community and learning in an online course. International Journal of Online Pedagogy and Course Design, 5(4), 1-13. doi:10.4018/IJOPCD.2015100101*
9. Tsai, C. W. (2015). *Applying web-based co-regulated learning to develop students' learning and involvement in a blended computing course. Interactive Learning Environments, 23(3), 344-355.*
10. Zhao, Yali, Le Anna Bryant, Frances (2006) – *Can Teach Technology Integration Training alone lead to High levels of Technology Integration: A Qualitative look at teacher Technology integration after state Mandate Technology Training. Electronic Journal for the Integration of Technology in Education.*